

A COMMITMENT

With more than a year to go before the Kentucky legislature convenes, two citizens' groups have launched campaigns—featuring statewide town meetings—to attract grassroots support for new education-reform plans.

See Page 7.

A WARNING

Among the 160 recommendations to reform schools made by a blue-ribbon panel in Iowa is a proposal that would mandate that schools failing to meet minimum standards by 1990 be taken over by the state or consolidated.

See Page 8.

A PRECEDENT

In a case that could affect many Western states, the U.S. Supreme Court heard arguments challenging states' right to direct how counties allocate more than \$100 million a year in federal payments in lieu of property taxes.

See Page 12.

EDUCATION WEEK

American Education's Newspaper of Record

Volume IV, Number 10 • November 7, 1984

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Anti-N.E.A. Groups Spreading Views With Tracts

By Cindy Currence

Up to 5 million copies of an "illustrated narrative" attacking the National Education Association will be distributed in states across the nation before the end of the year, according to the publisher of the booklet, Ronald D. Rankin, a businessman in Coeur d'Alene, Idaho.

Last week, nearly 200,000 copies of the pamphlet were distributed in New Mexico; 194,000 copies were distributed to Idaho homes in early October.

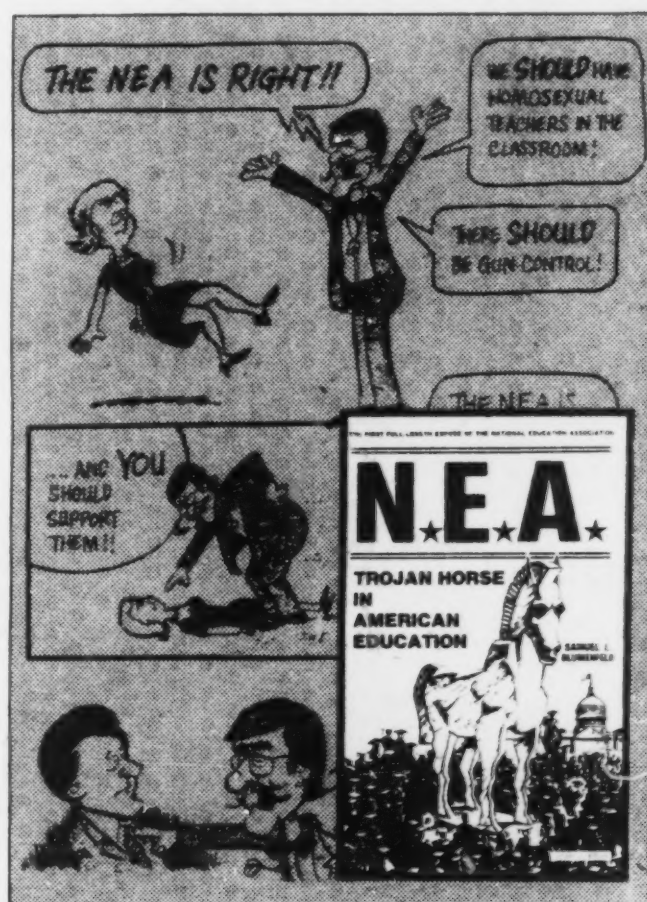
The booklet, written and illustrated in the style of a comic book, portrays an N.E.A. representative as a homosexual and criticizes the teachers' union for its support of gun control, affirmative action for homosexual teachers, and the Equal Rights Amendment.

Recent Attacks

The comic book is only one of several recently released publications attacking the 1.7-million member teachers' organization.

Last month, the National Council for Better Education, a 4,000-member, self-described "anti-N.E.A." organization, distributed 500,000 copies of a book called *N.E.A.: Propaganda Front of the Radical Left*.

"The National Education Association has wrung control of the public schools from parents and local communities and placed it in its own offices. [It] has been waging a



Recently released publications attacking the N.E.A. include a comic book and a "full-length exposé."

campaign of terror against public education and parents' rights to control the lives of their children," the book states.

In September, a newly established entity in Boise, Idaho, called the Paradigm Company released *N.E.A.: The Trojan Horse in American Education*. The book—written by Samuel L. Blumenfeld, whom the book

jacket describes as a former private- and public-school teacher and author—is billed as the "first full-length exposé of the National Education Association" and is the only book Paradigm has published.

Criticism Not 'Unusual'

Such attacks on the organization are not "unusual," according to Mary Hatwood Furell, president of the N.E.A., but she characterized the recent publications as "especially vicious and erroneous."

"They use scare tactics to try to frighten parents and undermine public education, they grossly distort what the N.E.A. and its members are all about, they print quotations out of context, and they lie about statistics," she said.

Dorothy Massie, a specialist in the human- and civil-rights division at the N.E.A. who monitors conservative political activities, said that attacks on the N.E.A. have increased in recent years in direct proportion to gains in the strength of "far right" groups.

The purpose of the most recently released publications, Ms. Massie maintained, is to discredit the political candidates the N.E.A. supports in the elections this week. The comic book, in particular, is an "election piece," she said.

Aim To 'Discredit'

But according to the publishers of the re-

Continued on Page 16

Secretary Requests 'Powerful' Report On Technology

Group Will Meet 4 Times, Issue Findings Next Fall

By Linda Chion-Kenney

WASHINGTON—Secretary of Education Terrel H. Bell has asked his newly appointed "Task Force on Educational Technology" to prepare a report that, like the much-heralded "A Nation at Risk," will convey its message "so powerfully and eloquently that there will be attention paid to it."

In addressing the group at its first meeting last week, the Secretary termed the task force, which he appointed in early September, "the most significant one that we've ever called together." As of late last week, the Education Department had not yet formally announced the formation of the group, a spokesman said.

According to a letter from federal officials to the group's 26 members—who include teachers, superintendents, publishers, and business executives—the task force was formed "to explain the role that public-private sector collaboration might play in helping to improve American education through the use of educational technology."

Noting that there are now 46,000 part-

Continued on Page 17

E.D. Officials at Odds Over Rights Rules Under Chapter 2

By James Hertling

WASHINGTON—Officials of the Education Department apparently cannot agree on whether private schools whose students participate in the Chapter 2 block-grants program must comply with all federal civil-rights laws, recent interviews indicate.

Although officials in the department's office for civil rights said last week that private schools involved in the Chapter 2 program must abide by laws barring discrimination on the basis of race, sex, and handicap, the Secretary of Education's special assistant for private education said that the schools are not necessarily bound by all of these civil-rights statutes.

In addition, representatives of the two offices disagreed on whether the department would provide school officials with ad-

Continued on Page 16

Computer, School, Family in Houston: A 'Total Commitment'

By Linda Chion-Kenney

HOUSTON—This year, representatives from Australia, Brazil, Germany, Holland, Japan, Norway, Paris, and Scotland have visited the Houston Independent School District to observe the workings of its department of technology.

The department—which represents perhaps the most comprehensive districtwide commitment to educational technology in the country—has gained that international recognition for its innovative strategies for deploying computers to enhance education.

Related stories on pages 10, 11.

When the department opened in January 1982 with a staff of three, there were 280 microcomputers in the city's public schools, officials note. Today, there are close to 5,000 computers in the district's 245 schools.

The technology department's staff, which has grown to 90, is charged with overseeing every aspect of the integration of technology into the schools—from the selection, purchase, and evaluation of hardware and software to the training of teachers, admin-

Continued on Page 11



Vanessa Forman and her 4-year-old daughter, Sherry, attend a recent computer-training session in Houston.

IN SUMMARY

In Search of a Curriculum

Educators have challenged the College Board to continue pressing for a secondary-school curriculum that develops students' competencies and their knowledge of specific subjects. **Story on Page 5.**

Caught in the Middle

Publishers say they face difficulties meeting California's new textbook standards without running afoul of other state regulations on "social" content. **Story on Page 6.**

Excellence Versus Equity?

Minority students' potential may not be realized if educators and state leaders fail to consider their special needs in this era of reform, speakers at an E.T.S. conference said. **Story on Page 8.**

Affirmative Action in Indiana

White schoolteachers have asked a federal appeals court to invalidate a part of their collective-bargaining agreement that protects black teachers with less seniority from layoffs. **Story on Page 12.**

Let the Bidding Begin

The National Institute of Education has outlined the two-round competition for sponsorship of its 11 new research and development centers. **Story on Page 13.**

A Thumbs-Up From Business

A coalition of business groups has applauded a new federal vocational-education law, saying it will help school-based job-training programs meet local labor-market needs. **Story on Page 13.**

Help Is on the Way

Five hundred recipients of Education Department grants frozen by a federal judge in Chicago will receive their money this month after more than a year's delay. **Story on Page 13.**

A Boost in the Budget

President Reagan signed a bill reauthorizing the Head Start and Follow Through programs, and is expected to approve \$17.6 billion for the Education Department. **Story on Page 13, Databank on Page 14.**

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EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: \$39.94 for 42 issues. Foreign: \$85.94 (airmail) and \$56.44 (surface mail) for 42 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume IV, Issue 10.

Main Editorial and Business Offices
Suite 560, 1333 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202) 466-5190

For New Subscriptions,
Subscription Problems,
and Changes of Address
Write to:
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Grants to help establish Education Week have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Littleton Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W. Richardson Foundation, Rhode Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

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One year (42 issues) . . . \$39.94. Two years: \$69.00. Three years: \$99.00. Outside the U.S. and Canada . . . \$56.44 per year for surface mail and \$85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at \$2.00 each (first class postage pre-paid). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

THE WEEK

FEDERAL

Urban Schools Need More Federal Funds, Reports Assert

Two reports released last week reiterate their sponsors' view that urban schools have suffered disproportionately from education budget cuts and policy changes under the Reagan Administration.

At a press conference last Tuesday, the U. S. Conference of Mayors and the Council of Great City Schools criticized the Administration for neglecting American cities and called for "an increased federal investment in urban children," in

the words of the mayors' report.

The mayors outlined 12 education recommendations, which were endorsed at the briefing by the president of the National Education Association, Mary Hatwood Futrell. The \$49-billion-worth of proposals in the 421-page report, *A Plan to Rebuild American Cities*, represented the work of a seven-member task force of urban mayors chaired by Mayor Marion S. Barry Jr., of the District of Columbia.

The report calls for increased funding in such federal education programs as compensatory education, special education, and bilingual education, desegregation assistance, and newly authorized mathematics and science programs. It also recommends "a moratorium on budget cuts in federal education programs" and opposes tuition tax credits and education vouchers.

A separate report by the Council of Great City Schools criticizes budget cuts in education but says "the change in distribution" of funds away from big-city schools and the many poor children they serve and towards suburbs and smaller cities "appears to be the most dramatic aspect of the last four years."

The council, composed of 35 of the nation's largest urban school districts, asserted that between fiscal 1980 and fiscal 1984 its member schools' share of federal dollars for elementary and secondary education fell from 14.45 percent of a \$7.1 billion total to 14 percent of \$7 billion.

The study noted that the federal share of the urban schools' budgets for education and nutrition programs has increased, while its share of job-training and miscellaneous expenditures has decreased.

NATIONAL

Well-Known Lawyer Named To Lead Drive for Gifted

The National Business Consortium for the Gifted and Talented, a nonprofit group sponsored by 67 major corporations, has enlisted the persuasive talents of Melvin Belli Sr., the noted trial lawyer, to head a national campaign to raise \$1.5 million to support programs for gifted children.

Noting that such children face "real problems" in developing their abilities, the organization quotes Mr. Belli as saying that "the loss to the nation is enormous and the economic impact is stifling."

"Of the estimated 2.5 million gifted children in the United States," according to the group's lawyer, "more than one-half are never identified and only 1 in 20 ever fulfills

their true potential."

A spokesman for the consortium, established in 1980 to promote business involvement in programs for talented students in school systems nationwide, said the funds raised through the effort would be used to expand the group's state and local network of business people actively involved in developing programs for the gifted in local schools.

Girl Scouts Lower Membership Age to 5

The national Girl Scouts organization has lowered its membership age to 5 and has added a new category of membership, in part to respond to changes in children's development and in family structure, officials say.

The Girl Scouts, which were founded in 1912 by Julia Gordon Lowe, have in the last 10 years tested programs for preschool girls, according to a spokesman for the organization. Until now, the youngest scouts have been Brownies, who can join at age 6.

The new category—which is called Daisy Girl Scouts, after Ms. Lowe's nickname, Daisy, and which gears programs to 5-year-olds—was piloted in 70 local councils and found to be successful, the spokesman said.

"Children mature faster than before," she said. "There is greater need for social and group activities that aren't found at school and at home." In addition, she said, the Daisy Girl Scout program will help latchkey children and single-parent families, both of which are on the rise.

The scouting group has begun conducting training programs for local members to become Daisy troop leaders and expects to have most of the volunteers trained soon for the new age level, the spokesman said.

National PTA Seeks Voluntary Ratings For Youth Music

The National Congress of Parents and Teachers (PTA) has asked record companies to voluntarily establish a rating system that would let buyers know when records, tapes, and cassettes have lyrics that could be considered sexually explicit, violent, or vulgar.

At its annual meeting earlier this year, the PTA passed a resolution to send letters to record companies asking for the special labeling. "An unsuspecting public may purchase records, tapes, and cassettes that contain explicit language, sexual references, and inferences to situations not commonly recommended for all age groups," according to the resolution. PTA officials began to mail letters last month.

Elaine Stienkemeyer, national president of the PTA, said the 5.4-million member organization is not trying to censor the music. "It was the feeling of the delegates that the music be labeled for no other purpose but consumer protection," she said. "Parents felt they should know that those kinds of words are on rec-

Asbestos-Claim Deadline Extended

The U. S. Bankruptcy Court for the Southern District of New York has extended to Jan. 31, 1985, the deadline for schools to file a special property-damage claim form against the Manville Corporation. The initial deadline was the end of October. (See *Education Week*, Oct. 3, 1984.) Although U. S. Bankruptcy Judge Burton R. Lifland agreed last month to the extension, requested by the Creditors Committee for Asbestos-Related Property Damage School Claimants, he ruled that he would not approve similar requests in the future.

The Manville Corporation—one of the nation's leading asbestos suppliers—is currently being reorganized in bankruptcy court. Lawyers say that the claim form is the one means that school districts

have to attempt to recover the costs of asbestos cleanup and property damage from Manville.

Manville officials mailed a blank form to every elementary and secondary school in the country late this past summer. Completed forms should be returned to the *United Merchants Information Service Inc., P. O. Box 368, Teaneck, N.J. 07666.*

Questions or problems concerning the claims form or the Manville reorganization proceedings should be addressed to the Creditors Committee for Asbestos-Related Property Damage School Claimants at its new toll-free number, (800) 458-4600. Copies of the form can be obtained from the committee or from Manville at (800) 445-4000.

N.I.E. Opens Competition for Sponsorship of 11 Research Centers

\$62.5 Million in Grants Over Five Years Expected To Be Awarded by Agency Next September

By Thomas Toch

WASHINGTON—The National Institute of Education has opened the competition for sponsorship of its 11 new research and development centers.

Under the terms of the two-round competition outlined by the institute last week, the institute will award three planning grants of up to \$15,000 in each of the 11 areas to enable competing institutions to develop their final proposals. Applications for these planning grants are due in January.

Applications for the five-year contracts to operate the centers must be received by the N.I.E. by June 6. The winners of the competition will be

announced in September and will be expected to have the centers in place by the end of the year, according to the institute.

Under the terms of the competition, planning grants may be sought by "any public or private organization, institution, agency, or individual." Sponsorship of the centers is open to "any institution of higher education or interstate agency established by compact which operates a subsidiary body established to conduct postsecondary educational research and development."

\$62.5 Million in Grants

A total of \$62.5 million over five years is expected to be awarded through the competition. According

to N.I.E. documents, the centers will focus on these topics:

- *Teacher Education*, to explore research-based reforms of teacher education and staff development.
- *Teacher Quality and Effectiveness*, to study training, performance testing, and other means of attracting and retaining talented teachers.
- *Student Testing, Evaluation, and Standards*, to conduct research on processes of measurement, assessment, and evaluation of teaching and learning.
- *Study of Writing*, to develop the research knowledge needed to improve and expand writing skills and the thinking skills that support them.
- *Study of Learning*, to focus on

ways to teach students to become better thinkers, learners, and problem solvers, with particular attention to mathematics and science.

• *Effective Elementary Schools*, to conduct research on the factors in the elementary school and classroom that can significantly raise achievement, particularly among disadvantaged students.

• *Effective Secondary Schools*, to conduct studies on the factors that influence learning in the secondary school, including the relationship between school management and effective instruction.

• *Education and Employment*, to explore education and training alternatives that contribute to lifelong learning and retraining, for both personal development and effective instruction.

• *Postsecondary Management and Governance*, to conduct research on governance, finance, and management, with special attention to the state-level governance of postsecondary systems with multiple campuses.

• *Postsecondary Teaching and Learning*, to conduct research on improving the quality of postsecondary teaching and learning, giving special attention to community, two-year, and liberal-arts colleges.

• *State and Local Policy Development and Leadership in Education*, to study state approaches to national problems, translating the results of such research into improvement strategies for classrooms, resource allocation, and policymaking.

Laboratories Competition

The N.I.E. is also reviewing planning-grant applications from potential sponsors of 10 regional research laboratories and will announce the winners of those grants on Dec. 4.

Full proposals for the laboratories competition will be due in the spring and the winners will be announced in June, according to N.I.E. officials.

The research laboratories identify and help solve regional education problems, while the centers focus on education topics of national significance. Together, the laboratories and centers form the core of a nationwide research system in education.

The federal government, through

the N.I.E., has supported the laboratories and centers since the mid-1960's. There had been no change in the sponsorship of the research organizations until 1981, when the Congress, at the urging of the Reagan Administration, ordered the Secretary of Education to open up the process to competitive bidding.

As part of that process, Secretary Terrel H. Bell reshaped the missions of many of the centers and re-drew several boundary lines for the regions served by the laboratories.

The centers on state and local policy development, teacher quality and effectiveness, writing, postsecondary teaching and learning, effective elementary schools, and effective secondary schools will focus on topics not specifically covered by existing centers, N.I.E. officials said.

Four other N.I.E.-sponsored research centers are on a different competitive schedule. They include the Institute for Research on Teaching, the Center for the Study of Reading, the Educational Technology Center, and the National Center for Bilingual Research.

According to N.I.E., each of the research centers "is expected to exercise leadership in its mission area" and "to attract the sustained attention of the best researchers to educational problems."

An N.I.E. official familiar with the laboratories and centers competitions said last week that there is likely to be stiff competition for the sponsorship of many of the centers. In particular, he noted that the centers on education and employment; testing; state and local policy development; and teaching "have gotten quite a bit of attention" from prospective sponsors.

"We are also seeing quite a bit of collaboration among groups of potential sponsors," the official said. "In many cases, two or three universities are combining their staffs rather than entering individually. We're quite pleased with what we've seen so far. There are some good proposals on the labs side and the signs are promising for the centers competition."

For information, contact Raymond F. Wormwood, contract and grants management, National Institute of Education, 1200 19th St., N. W., Washington, D. C. 20208; (202) 254-5080.

Business Coalition Applauds New Voc.-Ed. Law

Employers Pleased With Their Say in Training

By Tom Mirga

WASHINGTON—A national coalition of business groups representing more than 250,000 employers applauded a new federal vocational education law last week, saying that it would improve the ability of school-based job-training programs to meet the needs of local labor markets.

The Carl D. Perkins Vocational Education Act—named for the late chairman of the House Education and Labor Committee and signed by President Reagan on Oct. 19—will give employers the opportunity "to assist educators in their task of modernizing curricula for rapidly changing technologies and to help design programs that equip students for actual job needs," William H. Kohlberg, president of the National Alliance of Business, said at a press conference here. "We in the business community are very pleased with the outcome."

Business Participation

Mr. Kohlberg and other representatives of the Business Working Group on Human Resources, the coalition that sponsored the press conference, said they were particularly pleased by three provisions relating to business participation that were

added to the \$900-million reauthorization bill.

The first provision requires that a majority of the members of state councils on vocational education created under the act be drawn from the ranks of business. The business leaders on the councils, which help state education officials develop plans for spending the federal dollars, "will provide guidance to educators on the states' labor-market needs and the capacity of schools to meet those needs," the coalition said in a prepared statement.

A second provision of the act requires state boards of education and encourages the National Council on Vocational Education to establish "technical committees" composed of business and labor leaders. The state committees, the coalition said, are to develop information on specific skills and competencies needed for workers to enter and progress in several occupational areas in each state. The national committees are to define similar skills and competencies for workers in a variety of industries.

The third provision of the new law cited by the business coalition authorizes joint industry-education programs for training in high-technology occupations. According to the coalition, companies that partici-

pate in the programs will be required to provide 25 percent of their cost, in either cash or in-kind contributions.

Coordination With J.T.P.A.

The business group also said it was pleased with a fourth provision of the law requiring states to coordinate their school-based vocational education programs with training programs created under the federal Job Training Partnership Act, which replaced the Comprehensive Employment and Training Act (CETA) two years ago.

Among other things, this provision requires state officials to synchronize vocational education and J.T.P.A. planning cycles; to ensure cross-membership on J.T.P.A. and vocational education state councils; and to ensure that state vocational education plans are submitted to the J.T.P.A. councils for review and comment.

'Control Where It Belongs'

"As a representative of industry, I was delighted that this bill finally passed," said W. E. Hardman, president of the National Tooling and Machining Association. "This law puts control over vocational education where it belongs—in the hands of people with jobs."

"There is a preponderance of evidence that most American workers are functioning far below their capacity," Mr. Hardman continued. "One of the primary reasons is inadequate training and education. It is also equally evident that human-resource management will be one of the critical keys to increasing American productivity. Human-resource management, simply translated, means better training and education."

According to Nathaniel M. Semple, a vice president of the Council for Economic Development (a business-related research and educational organization), "several major business organizations worked for the passage of this measure, and that's something that probably couldn't have happened six or seven years ago."

"I think that fact reflects the growing understanding that business needs to be involved in education," Mr. Semple continued. "It shows business's desire to put its best thinking into education. I applaud the Congress's willingness to bring business into the process."

President Signs Reauthorization Bill

WASHINGTON—President Reagan last week signed the reauthorization for Head Start and Follow Through programs, a bill that included more than \$200 million in new education initiatives. (See *Education Week*, Oct. 17, 1984.)

He has until Nov. 9 to sign the \$17.6-billion fiscal 1985 appropriations bill for the Education Department.

Until the appropriations bill, H. R. 6028, is signed, the department is being funded through an omnibus bill that the President signed last month after the Congress adjourned.

The new education measures authorized in the Head Start bill, S. 2565, include: \$6 million toward the construction of a Center for Excellence in Education at Indiana University in Bloomington; a \$96-

million program to finance college scholarships for prospective teachers and to provide for fellowships for current teachers; a \$24-million program of federal merit scholarships; and \$100 million for states to help train school administrators.

Head Start is authorized at \$1 billion for the current fiscal year and \$1.2 billion in fiscal 1986; and Follow Through, at \$10 million and \$7.5 million, respectively.

The bill also authorized \$40 million over the next two fiscal years for states to develop programs for latch-key children.

Also on Oct. 30, the President "pocket-vetoed" a \$225-million bill to create an American Conservation Corps. The measure would have created full-time and summer jobs for youths in national parks and on Indian lands.

—J.H.

Bell 'Unfreezes' Long-Delayed Grants

WASHINGTON—After waiting for more than a year, 500 recipients of Education Department grants that were frozen by a federal judge will receive their money within the next two or three weeks, according to Sally H. Christensen, budget director for the department.

The department will use \$58.5-million in newly approved fiscal 1985 funds to replace the fiscal 1984 funds that remain tied up under an order by U. S. District Judge Milton I. Shadur.

Judge Shadur first ordered the money frozen in June 1983 because of the federal government's refusal to pay a major share of the cost of a desegregation plan for the Chicago public schools. (See *Education Week*, Oct. 31, 1984.)

Judge Shadur's ruling was reversed by the U. S. Court of Appeals for the Seventh Circuit on Sept. 26, but the funds remain frozen pending

the city's further appeal.

Under a plan initiated by Secretary of Education Terrel H. Bell two weeks ago—and approved by the Office of Management and Budget last week—"we're basically borrowing 1985 dollars for 1984 programs until 1984 money is freed up," Ms. Christensen explained.

The fiscal 1984 funds that are frozen include \$17 million in the Secretary's discretionary fund and \$41.5-million in funds for Title IV desegregation assistance, Follow Through, territorial teacher training, women's educational equity, and the Virgin Islands Aid program.

According to Michael Alves in the Massachusetts Desegregation Assistance Office, which is due to receive about \$600,000, contingency funding on which many of the programs have survived for the past year was due to expire this month for many grantees.

—J.H.

104 Math and Science Teachers Receive Presidential Accolade

By Lynn Olson

WASHINGTON—Mathematics and science educators from around the nation gathered here last month to be honored for their effective and creative teaching.

The 104 winners of 1984 Presidential Awards for Excellence in Science and Mathematics Teaching represented each of the 50 states, the District of Columbia, and Puerto Rico. They were chosen from among thousands of nominees through a search conducted by the National Science Foundation in coordination with the Education Department and a consortium of scientific and professional societies and organizations representing science and mathematics teachers. The project is managed by the National Science Teachers Association.

The candidates, who had to have a minimum of five years' experience teaching in mathematics or science, and who had to be employed at least half time, were "judged on their creativity in the classroom, their effect on students, and their professional goals and activities," according to the N.S.T.A.

Source of Encouragement

"It's encouraged me to continue to put my very best into teaching," said Doris W. Hawkins, a biology teacher from White Station High School in Memphis, Tenn., who won that state's science award. "It also reinforces my conception of teaching as being one of the most important occupations that an individual could have. It's one where you can really see the results of your teaching from day to day."

The excellence awards were established by the Congress last year. One science and one mathematics teacher are selected from each state, the District of Columbia, and Puerto Rico. The teacher's school receives a \$5,000 grant from the N.S.T.A. to be used under the teacher's supervision to supplement the school's science and mathematics program.

In addition, the private sector contributed more than \$800,000 in financial and in-kind gifts for the 1984 awards. Apple Inc., the International Business Machines Corporation, Commodore, and Tandy-Radio Shack, for example, jointly contributed a microcomputer package to each teacher's school.

Just as important as the financial and material rewards are the psychic boosts that the awards provide for teachers, said John M. Fowler, the project's director. Mr. Fowler predicted that "these teachers will float out of town on a cloud."

"We feel honored," said Thomas R. Bross, a physics and pre-calculus teacher from Moravian Academy in Bethlehem, Pa., who won the science award for his state. "It gives some prestige to high-school science, which is needed in view of some of the damaging publicity that has come our way in the last year."

He added: "Programs like this give a high-school teacher some incentive to continue, to perfect his own lectures, to become involved in professional organizations, and to have a chance to rub elbows with other good teachers in science and mathematics."

The winners said they emphasized creative approaches to science and mathematics education, high

standards, and hands-on experience for students.

Juliana Texley teaches biology and earth- and space-science at Richmond (Mich.) High School. She described how she had designed an interdisciplinary program of science, research, and writing skills for second-year science students that she taught with an English teacher from her school.

"It was so revolutionary that we couldn't find any model for it," she said.

Reginald Waddoups, who teaches junior-high school mathematics and introductory computer courses at Kamiakin Junior High School in Kirkland, Wash., described a state-level mathematics contest that he helped develop for middle-school and junior-high-school students and a science and mathematics fair that junior-high-school students run for children at the elementary level.

Mr. Bross built a walk-in pinhole camera for his students and a large lazy susan on which students sit and hold out a pair of dumbbells at arm's length. As the students bring the dumbbells closer to their bodies, the circular tray rotates faster and faster, demonstrating the "conservation of angular momentum," he said.

"I like to transmit enthusiasm to the students," Mr. Bross explained, "and if they haven't experienced something I'm talking about, I try to demonstrate it."

He said he spent part of last summer co-leading a college workshop in which high-school teachers developed a curriculum for using the microcomputer as a laboratory instrument to measure light intensity, motion, and temperature, and to put instantaneous time graphs on the screen.

Mr. Bross said that he hoped the N.S.T.A. and others would fund more summer workshops and seminars for high-school teachers. "It's one of the only opportunities that high-school teachers have to do research and not be interrupted by study halls and that kind of thing," he said. "It's a way to continue to promote high ideals in the teaching of science in high school."

The following teachers were cited by the awards program:

Alabama: Jane D. Nall, science, Escambia County High School, Atmore; Wanda M. Motes, mathematics, Enterprise High School, Enterprise.

Alaska: Deborah Pomeroy, science, West Valley High School, Fairbanks; James A. Seitz, mathematics, Romig Junior High School, Anchorage.

Arizona: Wayne Williams, science, Corona Del Sol High School, Tempe; Sherry Baca, mathematics, Granite Mountain Junior High School, Prescott.

Arkansas: William A. Merrifield, science, Fayetteville Senior High School, Fayetteville; Linda F. Shibley, mathematics, Southeast Middle School, Pine Bluff.

California: Alfred W. Guenther, science, Stephen M. White Junior High School, Carson; Lyle Fisher, mathematics, Redwood High School, Larkspur.

Colorado: Marie Z. Sullivan, science, Sabin Junior High School, Colorado Springs; Christine J. Comins, mathematics, Pueblo County High School, Pueblo.

Connecticut: Joel W. Block, science, Brien McMahon High School, Norwalk; John C. De Meo, mathematics, Coginchaug Regional High School, Durham.

Delaware: Harry J. Dillner, science, Christiana High School, Newark; Harry

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DATABANK

U.S. Education Budget

The President is expected to approve this week a record \$17.6-billion appropriations bill for the Education Department. The bill, H R 6028, contains \$2.1 billion more than the Administration had requested and \$2.2 billion more than was appropriated in fiscal 1984. The department budget is about \$17.9 billion—which includes the regular Congressional appropriation plus \$250 million to account for a shortfall in Pell Grant funds in FY 1983.

(IN THOUSANDS)

FY 1985

	FY 1984 Enacted	President's Request	House Bill	Senate Bill	Conference
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Grants to local education agencies	\$3,003,680	\$3,034,519	\$3,200,294	\$3,200,000	\$3,200,000
State agency programs:					
Migrants	258,024	229,626	258,024	271,024	264,524
Handicapped	146,520	146,520	146,520	153,820	150,170
Neglected and delinquent	32,616	32,616	32,616	32,616	32,616
State administration	34,414	30,973	36,800	34,414	35,607
Evaluation and studies	4,746	5,746	5,746	4,746	5,246
Total, Chapter 1	3,480,000	3,480,000	3,680,000	3,696,620	3,688,163
Migrant education:					
High School equivalency					
program	6,300	—	6,300	6,300	6,300
College assistance migrant					
program	1,950	—	1,200	1,200	1,200
Total, migrant education	8,250	—	7,500	7,500	7,500
TOTAL, compensatory education	3,488,250	3,480,000	3,687,500	3,704,120	3,695,663
IMPACT AID					
Maintenance and operations:					
Payments for 'a' children	457,500	476,630	—	565,000	513,000
Payments for 'b' children	77,500	—	—	78,000	130,000
Special provisions	20,000	20,000	—	22,000	22,000
Disaster assistance	25,000	10,000	—	10,000	10,000
Construction	20,000	—	—	20,000	20,000
TOTAL, impact aid	600,000	506,630	—¹	695,000	695,000
SPECIAL PROGRAMS					
Improving School Programs (Chapter 2):					
State block grants	450,655	685,655	638,179	500,000	500,000
Secretary's discretionary fund:					
Inexpensive book distribution	6,500	6,500	7,000	6,825	7,000
Arts in education	2,125	2,125	3,500	2,814	3,157
Alcohol and drug abuse					
education	2,850	3,000	3,000	3,000	3,000
Law-related education	1,000	—	2,000	1,000	2,000
Other discretionary funds	16,290	31,599	25,200	18,270	16,752
Subtotal, Secretary's	28,765	43,224	40,700	31,909	31,909
discretionary fund	28,765	43,224	40,700	31,909	31,909
Total, Chapter 2	479,420	728,879	678,879	531,909	531,909
Other Special Programs:					
Science and Mathematics Education:					
State grants	—	—	—	180,000	90,000
Secretary's discretionary fund	—	—	—	20,000	10,000
Excellence in education	—	—	—	10,000	5,000
Magnet Schools	—	—	—	75,000	75,000
Women's educational equity	5,760	—	5,760	6,000	6,000
Training and advisory services					
(Civil Rights IVA)	24,000	—	24,000	25,200	24,000
Follow through	14,767	—	—	—	10,000 ²
Chicago desegregation activities	— ³	—	—	—	—
Territorial teacher-training assistance	1,000	—	1,000	2,000	2,000
General assistance for the					
Virgin Islands	1,920	—	1,920	2,700	2,700
Ellender fellowships	1,500	—	2,000	1,500	1,500
TOTAL, special programs	528,367	778,879	713,559	854,309	758,109
INDIAN EDUCATION					
Payments to local educational agencies and					
non-LEAs	50,900	51,350	51,350	51,350	51,350
Special projects for Indian students	12,000	12,000	12,000	12,000	12,000
Special projects for Indian adults	3,000	3,000	3,000	3,000	3,000
Program administration:					
Salaries and expenses	2,700	2,200	2,200	2,200	2,200
National advisory council	180	230	230	230	230
TOTAL, Indian education	68,780	68,780	68,780	68,780	68,780
BILINGUAL EDUCATION					
Grants to school districts	89,567	100,459	98,000	100,459	99,230
Training grants	32,610	25,000	29,000	28,000	28,500
Support services	13,502 ⁴	10,100	12,970	10,100	11,535
Vocational training	3,686	3,686	3,686	3,686	3,686
Emergency immigrant education	30,000	—	—	—	30,000 ²
TOTAL, bilingual education	169,365	139,245	143,656	142,245	172,951
EDUCATION FOR THE HANDICAPPED					
Education for the handicapped:					
State assistance:					
State grant program	1,068,875	1,068,875	1,125,000	1,135,145	1,135,145
Preschool incentive grants	26,330	26,330	29,330	28,000	29,000
Special purpose funds:					
Deaf-blind centers	15,000	12,000	15,000	15,000	15,000
Severely handicapped projects	4,000	4,000	4,000	4,300	4,300
Early childhood education	21,100	21,100	21,100	22,500	22,500
Secondary and transitional services	6,000	6,000	6,000	6,330	6,330

(IN THOUSANDS)

FY 1985

Math, Science Teachers Win Awards

Continued from Page 14

Kutch, mathematics, William Penn High School, New Castle.

District of Columbia: Kathleen Sweeney-Hammond, science, The Maret School, Washington; Ethel Cobb Henderson, mathematics, Banneker High School, Washington.

Florida: Angie L. Matamoros, science, Coral Springs High School, Coral Springs; Marita H. Eng, mathematics, Sandalwood Junior-Senior High School, Jacksonville.

Georgia: Annie Laura Pace, science, Cedar Shoals High School, Athens; Raymond L. Lamb, mathematics, Northside High School, Atlanta.

Hawaii: Iris H. Shinseki, science, Aiea High School, Aiea; Reverie N. Suzuki, mathematics, Iolani School, Honolulu.

Idaho: Joanne Tegan Thompson, science, Capital High School, Boise; Jerry Helgeson, mathematics, Meridian Senior High School, Meridian.

Illinois: George S. Zahrobsky, science, Glenbard West High School, Glen Ellyn; Cathy J. Cook, mathematics, Margaret Mead Junior High School, Elk Grove.

Indiana: Nevin E. Longenecker, science, John Adams High School, South Bend; Martha E. Hegg, mathematics, Elston High School, Michigan City.

Iowa: Kenneth A. Hartman, science, Ames Senior High School, Ames; Karen A. Dotseth, mathematics, Cedar Falls Senior High School, Cedar Falls.

Kansas: Kenneth J. Bingman, science, Shawnee Mission West High School, Shawnee Mission; Beverly W. Nichols, mathematics, Shawnee Mission Northwest High School, Shawnee.

Kentucky: Jane Scott Sisk, science, Calloway County High School, Murray; Thomas Richard Mowery, mathematics, Southern Junior High School, Lexington.

Louisiana: Gary L. Stringer, science, West Monroe High School, Ouachita High School, Ouachita Parish Gifted Program, Monroe; Barbara I. Stott, mathematics, Riverdale High School, Jefferson.

Maine: Jane Abbott, science, Waterville High School, Waterville; Andrew W. Williamson 3rd, mathematics, Lincoln Academy, Newcastle.

Maryland: Paul H. Hummer Jr., science, Middletown High School, Middletown; Carvel LaCurtis, mathematics, Pocomoke High School, Pocomoke City.

Massachusetts: Joreen Valerie Piotrowski, science, Newman Middle School, Needham; Martin J. Badoian, mathematics, Canton High School, Canton.

Michigan: Juliana Texley, science, Richmond High School, Richmond; Timothy Vail Craine, mathematics, Renaissance High School, Detroit.

Minnesota: Daniel D. Danielsen, science, The Blake School, Minneapolis; Richard A. Hanson, mathematics, Burnsville Senior High School, Burnsville.

Mississippi: Della M. McCaughan, science, Biloxi High School; Mary Kathryn McMullan Sims, mathematics, Bay Springs High School, Bay Springs.

Missouri: Frank S. Quiring, science, Clayton High School, Clayton; Donnie W. Priest, mathematics, Rolla Senior High School, Rolla.

Montana: Jim Cusker, science, Sentinel High School, Missoula; James Williamson, mathematics, Columbus Junior-Senior High School, Columbus.

Nebraska: Ronald James Cisar, science, Lewis and Clark Junior High School, Omaha; Alvin A. Gloor, mathematics, Westside High School, Omaha.

Nevada: Virgil A. Sestini, science, Bonanza High School, Las Vegas; Jennifer Jo Salls, mathematics, Robert McQueen High School, Reno.

New Hampshire: Rodney F. Mansfield, science, Merrimack High School, Merrimack; Timothy Howell, mathematics, St. Paul's School, Concord.

New Jersey: Dorothea Allen, science, Boonton High School, Boonton; Jane B. Kennedy, mathematics, Morris Knolls High School, Denville.

New Mexico: Brother Joseph Matthew Walsh, science, St. Michael's High School, Santa Fe; David Dee Archer, mathematics, Roswell High School, Roswell.



Polly Anna Philips Harris, of Knoxville, Tenn., won her state's mathematics award.

New York: Chirakkal Variyam Krishnan, science, East Islip High School, Islip Terrace; Mark E. Saul, mathematics, Bronx High School of Science, Bronx.

North Carolina: Lucille H. Daniel, science, Rutherfordton-Spindale High School, Rutherfordton; David Lewis Daragh Green, mathematics, Charles Edward Jordan High School, Durham.

North Dakota: John T. Hobbs, science, Fordville Public School, Fordville; Leland Sabby, mathematics, Valley City High School, Valley City.

Ohio: Clifford L. Schrader, science, Dover High School, Dover; Rudd Adams Crawford Jr., mathematics, Oberlin High School, Oberlin.

Oklahoma: Otis Autry, science, Booker T. Washington High School, Tulsa; David Lee Drennan, mathematics, Norman High School, Norman.

Oregon: Richard F. Duncan Jr., science, Whitford Junior High School, Beaverton; Scott D. McFadden, mathematics, Sheldon High School, Eugene.

Pennsylvania: Thomas R. Bross, science, Moravian Academy, Bethlehem; Barry L. Kauffman, mathematics, Penn Manor School District, Millersville.

Rhode Island: Leslie Ferry Bettencourt, science, Lincoln Senior High School, Lincoln; Sue Himelick Fisher, mathematics, South Kingstown High School, Wakefield.

South Carolina: Elizabeth M. Reagan, science, J. L. Mann High School, Greenville; Alexia B. Latimer, mathematics, Eastside High School, Taylors.

South Dakota: Marvin D. Selnes, science, Patrick Henry Junior High School, Sioux Falls; Rochelle VonEye, mathematics, Plankinton High School, Plankinton.

Tennessee: Doris W. Hawkins, science, Overton High School, Memphis; Polly Anna Philips Harris, mathematics, Bearden High School, Knoxville.

Texas: Linda J. Oldham, science, Stratford High School, Houston; Marjorie Valentine, mathematics, John Jay High School, San Antonio.

Utah: M. Russell Hunt Jr., science, Davis High School, Kaysville; Jolene M. Morris, mathematics, Bennion Junior High School, Bennion.

Vermont: Elizabeth Ann Carvellas, science, Colchester High School, Colchester; M. Marklyn Trainor, mathematics, Rutland High School, Rutland.

Virginia: Betty Wade Jones, science, N. B. Clements Junior High School, Prince George; Barbara Day Bass, mathematics, St. Catherine's School, Richmond.

Washington: Jack Dombrosky, science, Clover Park High School, Tacoma; Reg Waddoups, mathematics, Kamiakin Junior High School, Kirkland.

West Virginia: James Attison McClanahan, science, Poca High School, Poca; Dorothy Dale Williamson, mathematics, St. Albans High School, St. Albans.

Wisconsin: Marilyn F. Hanson, science, James Madison Memorial High School, Madison; LeRoy C. Dalton, mathematics, Wauwatosa West High School, Wauwatosa.

Wyoming: Elizabeth A. Horsch, science, Kelly Walsh High School, Casper; Judy Adams, mathematics, Laramie Junior High School, Laramie.

Puerto Rico: Federico Aponte Acaron, science, John F. Kennedy High School, Santa Isabel; Luz P. Gonzalez Rivera, mathematics, Ana Roque High School, Humacao.

	FY 1984 Enacted	President's Request	House Bill	Senate Bill	Conference
Postsecondary programs	5,000	5,000	5,000	5,300	5,300
Innovation and development	15,000	12,000	15,000	16,000	16,000
Media services and captioned					
films	14,000	14,000	14,000	16,500	16,500
Regional resource centers	5,700	4,500	4,500	6,000	6,000
Recruitment and information	1,000	1,000	1,000	1,050	1,025
Special education personnel					
development	55,540	37,640	55,540	61,000	61,000
Special studies	3,100 ⁵	2,000	3,070	3,270	3,170
TOTAL, education for the handicapped	1,240,645	1,214,445	1,298,540	1,320,395	1,321,270
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
Rehabilitative services:					
Basic state grants	1,037,800	1,003,900	1,092,800	1,117,500	1,100,000
Special purpose funds:					
Client assistance	6,000	—	5,100	6,300	6,300
Service projects	27,900	27,500	31,300	32,265	32,800
Independent living	19,400	21,000	22,000	27,000	27,000
Training	22,000	5,000	20,000	24,000	22,000
Helen Keller National Center for					
Deaf Blind Youth and Adults	4,000	3,700	4,200	4,200	4,200
National Institute for Handicapped					
Research	36,000	30,060	38,000	40,000	39,000
Evaluation	2,000	500	2,000	2,000	2,000
TOTAL, rehabilitation services	1,155,100	1,091,660	1,215,400	1,253,265	1,233,300
VOCATIONAL AND ADULT EDUCATION					
Consolidated (Block) Grant	—	731,314	—	—	—
Vocational education:					
State grants and innovative programs:					
Basic grants	566,959	—	566,969	566,969	566,969
Program improvement and					
supportive services	99,590	—	99,590	99,590	99,590
Programs of national significance ..	8,178	—	8,178	8,178	8,178
Special programs for the					
disadvantaged	14,356	—	14,356	14,356	14,356
Consumer and homemaking					
education	31,633	—	31,633	31,633	31,633
State advisory councils	7,000	—	7,000	7,000	7,000
State planning	3,588	—	3,588	3,588	3,588
Permanent appropriation	7,161	7,161	7,148	7,148	7,148
Subtotal, vocational education	738,475	738,475	738,462	738,462	738,462
Adult education	100,000	100,000	100,000	100,000	100,000
TOTAL	838,475	838,475	838,462	838,462	838,462
STUDENT FINANCIAL ASSISTANCE					
Pell grants:					
Academic program	2,800,000	2,800,000	3,400,000	3,225,000	3,325,000
Shortfall	—	—	353,000	—	250,000
Subtotal, Pell Grants	2,800,000	2,800,000	3,753,000	3,225,000	3,575,000
Supplemental opportunity grants	375,000 ⁶	— ⁷	425,000	400,000	412,500
Work study	555,000 ⁶	850,000 ⁷	600,000	585,000	592,500
Direct loans:					
Capital	161,060	—	200,000	180,000	190,000
Cancellations	19,800	4,000	25,000	25,000	25,000
Subtotal, direct loans	180,860	4,000	225,000	205,000	215,000
State student incentive grants	76,000	—	76,000	76,000	76,000
TOTAL, student financial assistance	3,986,860	3,654,000	5,079,000	4,491,000	4,871,000
GUARANTEED STUDENT LOANS					
Guaranteed student loan program	2,256,500⁸	2,840,677⁹	3,046,000	3,079,477	3,079,477
EDUCATIONAL RESEARCH AND STATISTICS					
National Institute of Education	48,231	54,231	54,231	48,231	51,231
National Center for Educational					
Statistics	8,747	8,747	8,747	8,747	8,747
TOTAL	56,978	62,978	62,978	56,978	56,978
LIBRARIES					
Public library services	65,000	—	65,000	75,000	75,000
Interlibrary cooperation	15,000	—	15,000	18,000	18,000
Training and demonstrations:					
Library career training	640	—	640	—	—
Library research and demonstrations ..	240	—	240	—	—
Research libraries	6,000	—	6,000	6,000	6,000
Public library construction	—	—	—	50,000	25,000
TOTAL	86,880	—	86,880	150,000	125,000
DEPARTMENTAL MANAGEMENT					
Salaries and Expenses:					
Program administration	230,000 ¹⁰	243,505 ¹¹	241,075	241,500	241,075
Office for Civil Rights	44,396 ¹²	42,633	42,633	45,000	45,000
Office of the Inspector General	14,961	15,312	15,312	15,312	15,312
Education and Research Overseas:					
Rehabilitation research	—	—	—	—	—
Education activities overseas	1,333	—	—	—	—
TOTAL, departmental management	290,490	301,450	299,020	301,812	301,387
TOTAL, EDUCATION DEPARTMENT¹³	15,440,612	15,484,959	17,267,200	17,571,092	17,967,494

¹ Deferred pending reauthorization.

² Included in the Fifth Continuing Resolution, H.J. Res. 648.

³ \$20,000,000 from unobligated balances in the Guaranteed Student Loan account are available for this activity. This is not new budget authority, and therefore is not included in the total for this account.

⁴ Adjusted for comparability. Excludes \$182,000,000 for the National Advisory Council and data processing services, which are transferred to salaries and expenses program administration in 1985.

⁵ Adjusted for comparability. Excludes \$30,000 for data processing services, which are transferred to salaries and expenses program administration in 1985.

⁶ Adjusted for comparability. Includes \$5,000,000 appropriated under Higher Education.

⁷ Authority is requested to allow institutions to transfer up to 50 percent of their Work-Study allocation to the Supplemental Grant program.

⁸ Adjusted for comparability. Excludes \$1,260,000 for student-loan collectors, which are transferred to salaries and expenses program administration in 1985.

⁹ The amount shown does not include \$1,105,817,000 added during the Mid-session Review in August 1984.

¹⁰ Adjusted for comparability. Includes \$1,472,000 for activities transferred to salaries and expenses program administration in 1985 from Bilingual Education, Education for the Handicapped, and Guaranteed Student Loans. The amount includes \$1,260,000 for student-loan collectors, \$95,000 for data processing services, and \$117,000 for advisory councils.

¹¹ Does not include funds for the National Council on the Handicapped, which became an independent agency in 1984.

¹² Excludes \$5,000,000 transferred to Howard University by the Second Supplemental, P.L. 98-396.

¹³ Note: Because some higher-education and other Education Department programs have been omitted, totals do not exactly reflect the line items in this table.

Source: Education Department.